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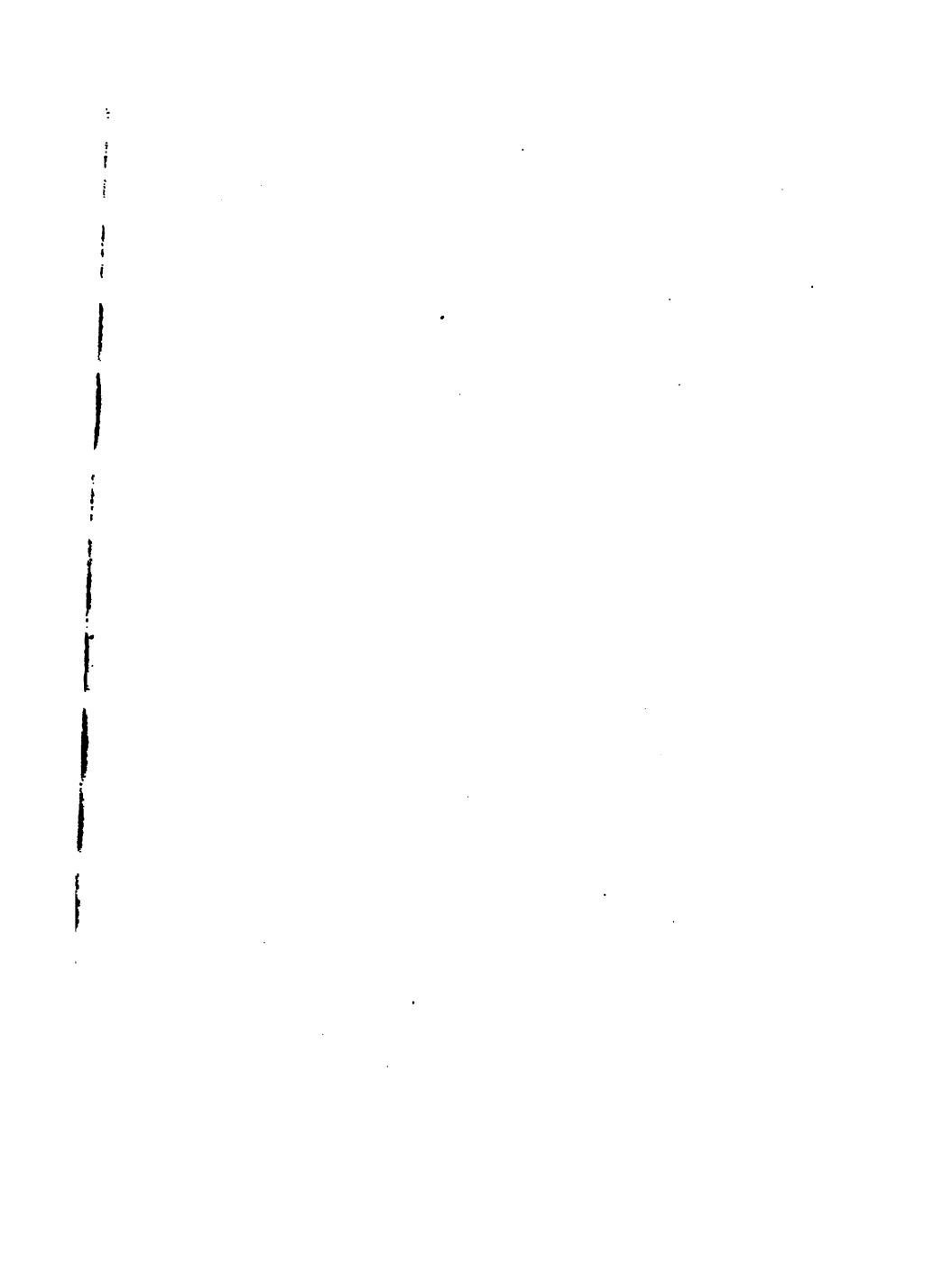
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JOHN AND HIS BOAT.

(SEE PAGE 60.)

1611  
*APPLETONS' SCHOOL READERS.*

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THE

FIRST READER.

BY

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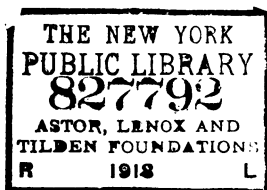
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W  
B  
C

## FROM THE AUTHORS TO THE TEACHER.

---

THE teacher using this book can teach by any method which he may prefer ; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown ; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book : We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word-method."

While this is going on, we would be preparing the children for the next step (see page 8). This may be done as follows : At the close of each lesson, without reference to book or black-board, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the black-board the ingenious teacher can carry

out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words on the upper half of page 9, and recombine them into other words as on the lower half, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters in the middle of page 9 should be given, not their *names*. At the bottom of the page are three letters, the names of which may be learned. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over the review-lessons, as on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, as on page 12, the combinations "ap," "ack," and "and," having been once learned, should be pronounced as one sound. The sounds of other letters being prefixed, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the black-board.

Children should be furnished with slates and pencils on their first entrance into school, and should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the black-board, the teacher printing the words thereon, so that they can be seen *by the whole class* at the same time. In this case the plan of instruction *should be the same as that which has just been recommended.*

## LANGUAGE-LESSONS.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language-lesson for the child in his first reading-book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school-use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading-exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading-lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading-exercises easy and interesting. The degree of the child's interest will be the measure of his progress.



## LESSON I.

---

*. Words and Phrases to be learned by Sight only.*

cat

a cat

the cat

my cat

the cat

a cat





*Words and Phrases to be learned by Sight only.*

rat

black

the rat

the black rat

my cat

my black cat

*Words and Phrases to be learned by Sight only.*



rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.

*Finding Sounds.*

rat

r — a — t

r — — a — — t

**r****a****t***Making a Word.***r****a****t**

r — — a — — t

r — a — t

rat

*Finding Sounds.*

cat    c—a—t    c a t  
and    a—n—d    a n d  
has    h—a—s    h a s  
a c t n d h s

*Making Words.*

c a n    c—a—n    can  
h a d    h—a—d    had  
r a n    r—a—n    ran

*Naming Letters.*

A a    R r    T t

*By Sight and Sound.*

bat ✓  
 hat

b-a-t  
 h-a-t  
 b

**b a t**  
**h a t**

*By Sight only.*

is            he            this



a hat and a bat  
a black cat

Is this a rat?  
 This is Mr. Rat,  
 and he has a  
 bat.

Has he a hat?  
 He has a hat  
 and a bat.

Mr. Rat

*By Sight and Sound.*

can fan and hand  
f

*By Sight only.*

girl in she her  
can fan in her hand



This girl has a fan.  
The fan is in her hand.  
Can she fan?  
Can she fan the cat?

*Finding Sounds.*

sat	s-a-t	s a t
rap	r-a-p	r a p
man	m-a-n	m a n
shall	sh-a-ll	sh a ll
black	b-l-a-ck	b l a ck

a m n s t b r p l ck sh ll

---

 LESSON IX.
*Making Words.*

ap	ack	and
n-ap	t-ack	s-and
t-r-ap	t-r-ack	s-t-and

*Naming Letters.*

M m B b N n L l

*Recognizing Words and Phrases at Sight.*

no			this
hat			that
her	<u>a bag</u>		girl
his		<u>the track</u>	hand
the	<u>my trap</u>		have
sat		<u>a rat-trap</u>	shall
had	me	you	back
into			stand

---

 LESSON XI.
 

---

Has Mr. Rat a fan ?

No ; Mr. Rat has a hat and a bat.

The girl has the fan.

The girl has a cat in her lap, and

*she fans her.*





*By Sight and Sound.*

hen

h-e-n



e

pet

get

nest

egg

let

ten

left

Dash

*By Sight only.*

now

not

it

do

[an egg]

.

[ten eggs]

[can get]

[a black hen]

[my pet hen]

This is my pet hen.

She is a black hen, and she has  
ten eggs in her nest.

She left her nest, and now a rat is  
in it. Can the rat get an egg?  
Dash! Dash! do not let the rat  
get an egg.

ix

## LESSON XIV.

Did Dash get the rat?

No; the rat ran into the back  
shed.

Ann! Ann! get the rat-trap, and  
let me set it in the shed.

Now we can catch the rat.

*Finding Sounds.*

leg	l-e-g	l e g
den	d-e-n	d e n
felt	f-e-l-t	f e l t
rest	r-e-s-t	r e s t

e g t n s l f d

*Making Words.*

l e t	l-e-t	let
s e t	s-e-t	set
t e n	t-e-n	ten
t e ll	t-e-ll	tell
f e ll	f-e-ll	fell
s l e d	s-l-e-d	sled
h e l d	h-e-l-d	held

*Naming Letters.*

E e F f G g D d

*Sound.**By Sight.*

red  
rank

snow into  
letters  
see  
on



his is Fred and his sled.  
red let Frank stand on his sled,  
and Frank fell back into the  
snow.  
o you see the tracks in the snow?  
his is a red sled, and it has black  
letters on it.

*Recognizing Words and Sentences at Sight.*

I			me
fed			she
you	<u>I am.</u>		her
his		<u>She is.</u>	tell
my	<u>I have.</u>		upon
is		<u>She has.</u>	sled
let	yes	no	you
shall			egg

*Making Words.*

<u>th</u>	y	ss
ed	en	ess
b-ed	d-en	l-ess
l-ed	m-en	p-r-ess
r-ed	th-en	d-r-ess
y-es		y-et

## REVIEW.

in bed      into      see me  
a red dress      my red dress



Can you see me?

I can get into bed,  
and then you can  
not see me.

Am I in bed?

No, I am not in bed.  
I have my dress  
on yet.

This is my red dress.  
You have not a red  
dress, have you?

Do you see a cat on the bed?  
That is my cat. She is a black cat.



*By Sight and Sound.*

ship          sh-i-p          i

is	it	big	with
if	hit	will	sink

See my ship, Frank. It is a big  
ship, and it will not sink.

Yes, Fred, it will sink, if I hit it  
with my bat.

Oh, yes! if you hit it, it will sink.

*Finding Sounds.*

lip	l-i-p	l i p
fit	f-i-t	f i t
kill	k-i-ll	k i ll
dish	d-i-sh	d i sh
sink	s-i-n-k	s i n k

i f h t w ll sh p s n k

*Making Words.*

p i n	p-i-n	pin
t i p	t-i-p	tip
f i sh	f-i-sh	fish
h i ll	h-i-ll	hill
s t i ll	s-t-i-ll	still

*Naming Letters.*

Ii Hh Kk Ww



*Recognizing Words and Phrases at Sight.*

I		Fred
me	fly	Frank
my	a fly	will
was	a big fly	pin
him	fish	with
his	a fish	still
she	a little fish	big
her		sink
us		hill

*Making Words.*

id	ink	ill
l-id	p-ink	f-ill
h-id	w-ink	m-ill
d-id	th-ink	p-ill
<i>k-id</i>	d-r-ink	s-p-ill

*By Sound.*

swim

then

fish

this

stick



I see a fish.

I can see it swim.

Can I get it?

If I am still, the fish will swim  
to me, and then I can get it.

I will let the fish see the tip of this  
stick, and it will think it is a fly.

Little fish, little fish, see!

Little *fish*, little fish, swim to me.

*By Sight.*

Belle not are boy  
the ink let you



No, you shall not get in !  
You hid my hat, and you let Belle  
spill the ink !  
I will not let you in, and I will  
tell that you hit Belle !  
I think you are a bad, bad boy,  
*and I will not let you in !*

REVIEW.

*Practice in recognizing Words at Sight.*

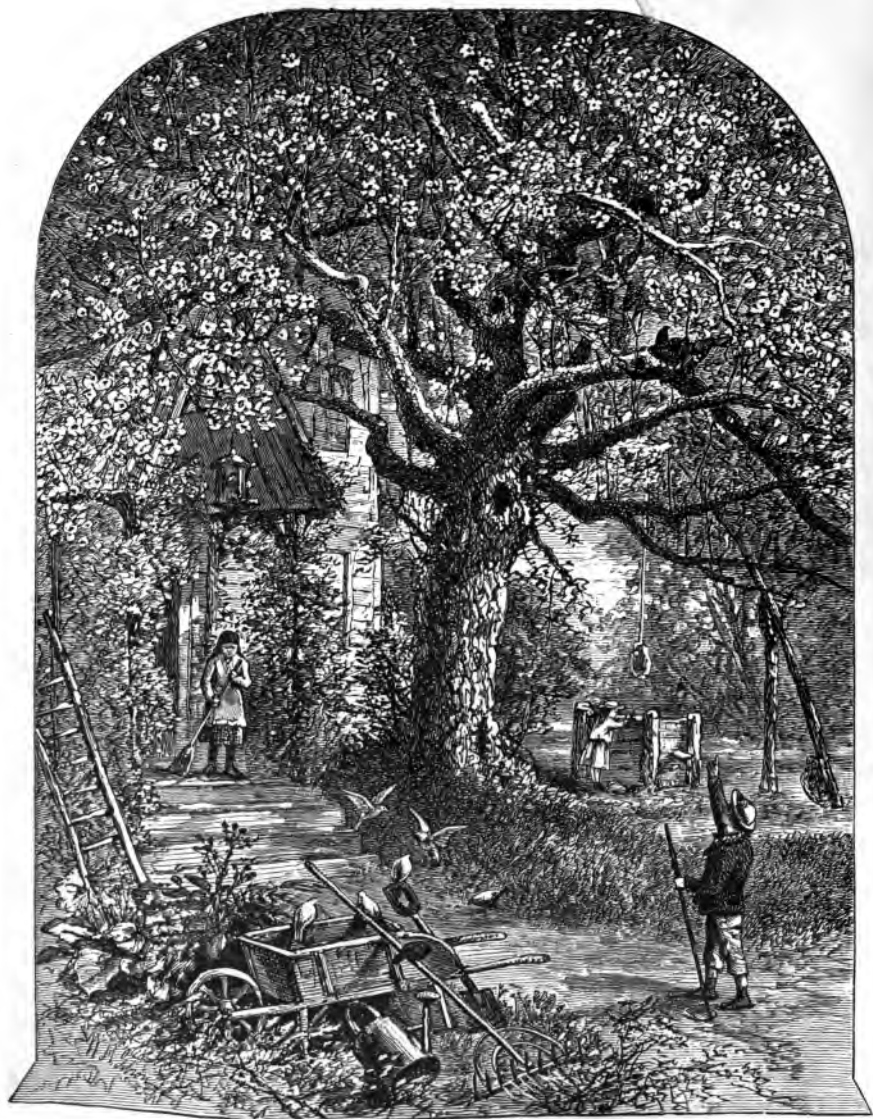
my	so	he	now
no	the	upon	girl
boy	are	fly	into.
she	you	her	black

*Practice in rapid recognition of Words in Sentences.*

See my red dress! Dash bit the black rat on the lip. Did the bad boy get in? Has the hen a nest? Dash! Dash! get the rat!

See that big boy at the well! Fred has a ship. Will the ship sink?

A fish can swim. The man by the mill has a bag in his hand. The cat had a nap on the bed.



*A Language Lesson.*

tree            a tree            an apple tree

green    green grass    a green tree

sweet            a sweet apple

tree	t-r-ee	t r ee
green	g-r-ee-n	g r ee n
sweet	s-w-ee-t	s w ee t

ee

**s-ee-n**          seen

Harry has seen the nest.

**p-ee-p**          peep

Can Rosy peep into the well ?

**s-w-ee-p**      sweep

See Bessy sweep the steps.

11

*By Sound.*

it        that       nest  
in       them      yes  
as      see      eggs

I see a nest, Rosy!  
Can you see it? It  
is in this big green  
tree.

Yes, Fred, I see  
it. Can you see  
eggs in the nest?

Yes, Rosy, I can.

Oh, Fred, can I  
get a peep at them?

I will get the  
nest, Rosy, and let you see it.

*No! no!* I beg you not to get it.

## REVIEW.



Do you see that tree on the hill?

Well, a pretty nest is in that tree. Harry, Fred, and I went to see the nest. It had three green eggs in it.

Harry got the nest for us to see.

As he held it in his hand, an egg fell upon the grass.

Fred set the nest back in the tree.

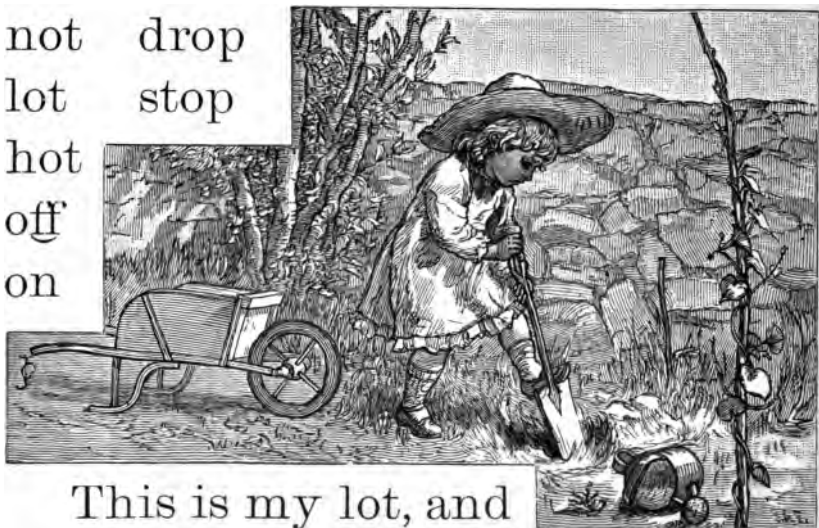
Was it not bad in Harry to get the nest?



*By Sight and Sound.*

Tom T-o-m o

not drop  
lot stop  
hot  
off  
on



This is my lot, and  
I shall dig a deep well in it.

It is so hot, I have to keep on  
my big hat. Do you think it will  
drop off? I will not let it.

I can not stop yet; I have to  
*dig my well.*

*Finding Sounds.*

lot	l-o-t	<b>l o t</b>
not	n-o-t	<b>n o t</b>
stop	s-t-o-p	<b>s t o p</b>
drop	d-r-o-p	<b>d r o p</b>

**o n t s p d r l**

*Making Words.*

<b>t o p</b>	t-o-p	top
<b>n o d</b>	n-o-d	nod
<b>d o l l</b>	d-o-ll	doll
<b>l o s t</b>	l-o-s-t	lost
<b>s p o t</b>	s-p-o-t	spot
<b>p o n d</b>	p-o-n-d	pond

*Naming Letters.*

**O o P p C c S s**

*By Sound.*

off  
Jip  
glad  
mill  
with



*By Sight.*

they  
walk  
came  
made  
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, *and made him* and Dash run off.

*Making Words.*

ng



ing  
s-ing  
r-ing  
**s-p-r-ing**

ang  
s-ang  
r-ang  
**s-p-r-ang**

ding-dong

As Nell came by the pond, she saw a big green frog sitting on a rock.

When Jip saw the frog, he ran at him.

Nell cried, "Stop! Stop, Jip! Stop, I tell you!"

When the frog saw Jip, he sprang into the pond and swam off.

*By Sound.*

thick  
pinch  
bee-tle

*By Sight.*

two  
eyes  
bird

A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

*By Sound.*

with yes drop  
mill'-pond swim'-ming



Do you see the mill?

Is that Tom by the mill-pond ?

No, that is Frank, and the dog is Dash. Do you not see Dash in the pond?

Oh, yes! See, he is swimming!

Frank let his hat drop into the pond. Do you think he can get it?



*By Sight and Sound.*

sun                      S-U-N                      u

run                      just                      us

but                      jump                      such

sun'-set                      set-ting

*By Sight only.*

almost                      there                      gone

O Frank, see the sun! It is  
so big!

Yes, Rosy, it is just setting. I  
am glad I can see the sun-set.

But, Frank, see, it is almost  
gone! There—it is gone!

Come, Rosy, let us run and  
jump now in this long grass.  
Run, Rosy—run!



*Finding Sounds.*

cut	c-u-t	<b>c u t</b>
sup	s-u-p	<b>s u p</b>
pump	p-u-m-p	<b>p u m p</b>
bunch	b-u-n-ch	<b>b u n c h</b>

**u c n b t s c h m p**

*Making Words.*

<b>b u t</b>	b-u-t	but
<b>p u p</b>	p-u-p	pup
<b>m u c h</b>	m-u-ch	much
<b>m u s t</b>	m-u-s-t	must
<b>b u m p</b>	b-u-m-p	bump
<b>s t u m p</b>	s-t-u-m-p	stump

*Naming Letters.*

**U u J j X x Y y**

*By Sound.**By Sight.*

fence tum'-ble only says  
ug'-ly stum'-bled broken over



Nell has had a tumble.

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"

*By Sound.*

them  
meet  
just.

*By Sight.*

may  
said  
they

“Come, Bessy,” said Fanny, “let us run to meet papa.”

“May I come too?” cried Nat.

“Yes, Nat, you may come; and so may Dash.—Come, Dash—come!”

“Do you see papa, Fanny?”

“Yes, I see him. You see him *too*, Nat—do you not?”

So they ran on, hand in hand, with a hop, skip, and a jump, and Dash ran with them.

But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

---

LESSON XXXVIII.

---

*By Sound.*

*By Sight.*

cheer	rob'-in	birds	Mrs.
plum	red'-breast	here	
hatch	sit'-ting	now	how

It is spring, and the birds have *come back*. Here is one, now, on



the post by the plum-tree.

It is Robin Redbreast.  
How do you do, Robin  
Redbreast?

See how glad he is!  
He is singing, "Cheer-up!  
cheer-up! cheer-up!"

He has a nest in the  
plum-tree, and it has  
eggs in it.

Mrs. Redbreast is sit-  
ting on them. Soon the eggs will  
hatch, and then we shall see the  
little birds.

How Robin keeps singing,  
"*Cheer-up! cheer-up! cheer-up!*"

## VOCAL DRILL.



Little frog, little frog, sing for Tom !

The little frog did not sing.

Little frog, little frog, hop for Tom !

The little frog did not hop.

Little frog, little frog, jump for  
Tom.

The little frog jumped. He  
jumped into the pond.

Little frog, little frog, swim !

*But the little frog hid in the mud.*



*A Language Lesson.*

room    in a room    in this room

spool            Silk is on this spool.

room	r-oo-m	r oo m
spool	s-p-oo-l	s p oo l
soon	s-oo-n	s oo n

oo

~~m-oo-n~~ moon

“I see the moon, and the moon sees me.”

**s-p-oo-n** spoon

“The dish ran off with the spoon.”

**b-oo-t** boot

*I can not get my boot off.*



*By Sound.*

oy

*By Sight.*

boy    fox    three  
brush    catch

chestnut  
out    after



Three boys went up on the hill,  
to get nuts from a chestnut tree.

A fox ran out of the brush by  
the tree, and the boys set the dogs  
on him.

The dogs ran after the fox, but  
*they did not* catch him.

oi

*By Sound.*

grand swift'-ly.

brush point'-ed

*By Sight.*

tail

nose

eyes

here

sharp



I am the fox.

The dogs ran after me,  
but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have!

Is it not a big brush?

My eyes are sharp, and my point-  
ed nose can smell a dog far off.

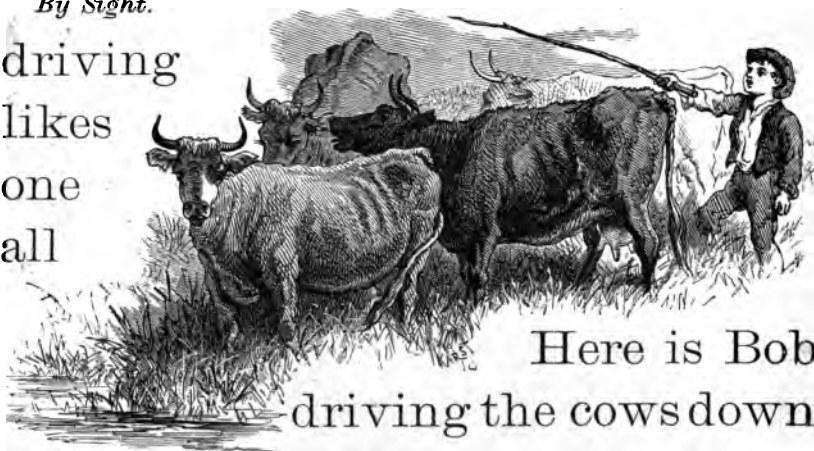
Do not tell the boys I am here,  
will you? I wish to rest.

*By Sound.***ow**

cow	how	down	brown
now	owl	town	crowd

a brown cowa red cow*By Sight.*

driving  
likes  
one  
all



Here is Bob  
driving the cows down  
to the pond.

Bob is fond of all of the cows,  
but he likes the little brown one  
*the best.* That is his cow.

---

*By Sound.*

milked	seem	stick
un-less'	gen'-tle	needs

Dick has fed the cows and Mabel has milked them, and now Bob is driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his hand, but I do not think he needs to hit the cows with it.

“Bob! Bob! Bob!” I say, “do you hit the cows with that stick?”

“I do not hit them unless they try to run off; then I hit them just a little. I do not like to hit *them*.”

*By Sound.*

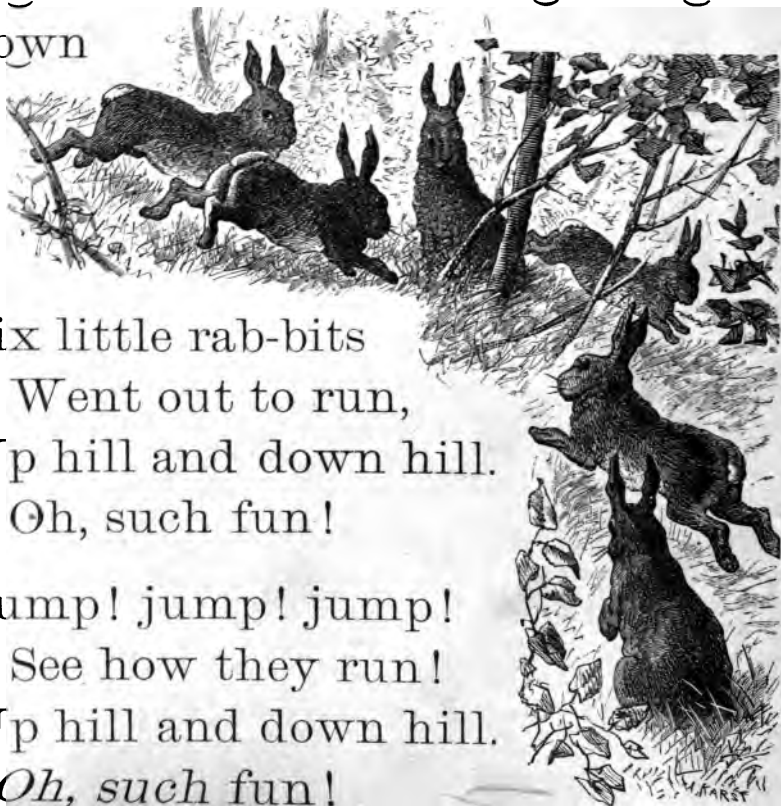
ou

rab'-bits  
how  
down

our loud  
out count

Six little rab-bits  
Went out to run,  
Up hill and down hill.  
Oh, such fun!

Jump! jump! jump!  
See how they run!  
Up hill and down hill.  
*Oh, such fun!*



---

REVIEW.*Practice in Rapid Recognition.*

My sled is lost. Frank likes his big rabbit the best. Is the egg broken?

The sun has set, and the moon is up. I let my cup drop into the well.

Pick up the pin, and stick it in my dress. The fox has sharp eyes.

---

LESSON XLVII.

---

Let us run down to the pond and see the frogs. Will the frogs jump into the pond? Yes, yes, and we shall see them jump.

Stop! Stop, Dash! Stop, I tell *you*. Did Bob hit the cows?

THE ALPHABET.

---

*To be learned and repeated in order.*

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	& &

---

*I. II. III. IV. V. VI. VII. VIII. IX. X.*

## PART SECOND.





*Words to be spelled by Sound and by Letter.*

ă

ā

măt

păn

eăn

eăp

māte

pāne

eāne

eāpe

āpe

sāve

lāke

blāze

wāve

gāve

brāve

skāte

*āte**slāte**tāke**eāne**lāte**wāve**nāne**spāte*

**SLATE-WORK.**

*Words to be copied, and vowels and silent letters marked.*

sat

slate

hat

man

cane

ran

had

name

gate

*By Sound.*

slāte      gāve      frāmē      nāmē  
fāce      blāck      thāt

*By Sight.*

new      mamma      my



See my new slate!

My mamma gave it to me.

The face of my slate is black,  
and the frame is red.

That is my name at the top of  
*the slate.*

*By Sound.*

cāge Dick  
nāme sweet  
cāke

*By Sight*

bird  
some  
come



Dick! Dick! come out of the cage.

Come, Dick, come sit on my hand and sing me a song.

Sing, little bird, sing a sweet song, and I will give you some *cake*.

*By Sound.*

āy

dāy

wāy

hāy

stāy

māy

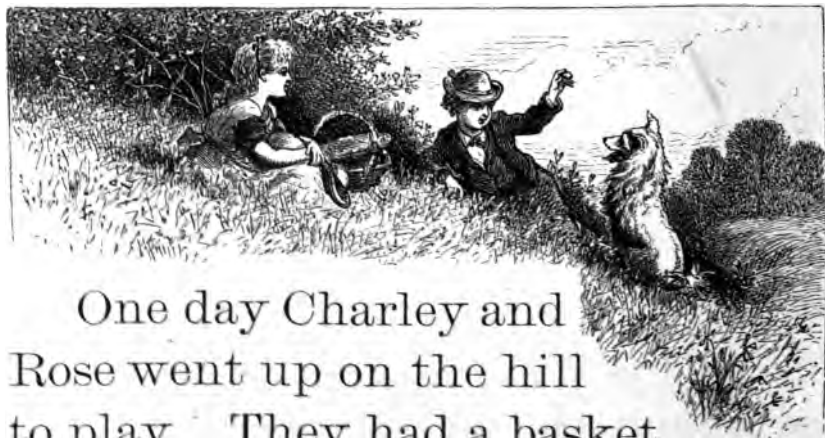
gāy

sāy

plāy

Miss

lūnch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went *with Charley*.

*By Sound.*

āi

rāin	wāit	sāil	lāid
pāint	wāist	snāil	stāyed

*By Sight*

began                      under                      over

under a tree      a long romp

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

*JOHN AND HIS BOAT.*

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her, and John set the doll in the boat, to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

“Oh, my dolly will drown! My dolly will drown!” cried little Fanny.

But John waded in, and got *both the dolly and the boat.*

*Words to be spelled by Sound and by Letter.*

ĩ

ī

bĩt

pĩn

rĩp

hĩd

bītē

pīnē

rīpē

hīdē

sīdē

tīnē

līkē

līfē

slīdē

pīpē

wīdē

wīpē

*mīnē*  
*mīlē*

*kītē*  
*rīdē*

*pīlē*  
*līnē*

*nīnē*  
*tīnē*

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

sit

line

his

lip

bite

mill

tin

hide

pine



*By Sound.*

Jāməŝ vēr'-y  
slīdə īçə  
bojš

*By Sight.*

girls cold  
snow  
pull



The snow has come, and ice is on the pond. How cold it is!

Do you see the girls and boys at play?

May and Kate sit on the sled;  
Ned and James pull them up the hill.

Charley is on the pond. He *can skate* very well.

*By Sound.*

rīde  
a-wāy'  
a-frāid'

*By Sight.*

here  
come  
behind



“Come, Rosy,” said Frank, “get on my sled, and let us have a ride down hill.”

So Rosy got on behind Frank, and away they went down hill.

Here you can see them.

Rosy seems to be very much afraid.

I think she may well be afraid, for the hill is very steep.

*Words to be spelled by Sound and by Letter.*

ö

ō

nöt

röd

höp

röb

nōtə

rōdə

hōpə

rōbə

ōats

ēōat

rōad

lōad

bōat

flōat

tōad

fōur

*hōlē rōpə stōnə hōmə  
pōlē bōnə stōrə smōkə*

*SLATE-WORK.*

*Words to be copied, and vowels and silent letters marked.*

box

drop

trod

rope

boat

goat

*stove*

rose

toad

*By Sound.*

tāk'-ing  
flōat'-ed  
gō'-ing  
ōld  
sō



This old man has lost his boat.  
See, it has floated so far from  
the shore that he can not get it.

Can he not swim out to it and  
get it?

He is so old he can not swim.

I see a boy on the shore taking  
off his coat.

Do you not think he is going to  
*get the boat for the poor old man?*

*By Sound.*

rōſ'-y

elōſe

whītē

ō'-pən

brown

līt'-tlē

gōld'-ən

mouth

ăp'-plē



Sleep, Dolly, sleep!  
You must not, must not weep.  
Now close your eyes so brown,  
And let me lay you down.

*Sleep, Dolly, sleep!*

Wake, Dolly, wake !  
Too long a nap you take.  
It's time to make the tea,  
And you must help, you see.  
Wake, Dolly, wake !

Run, Dolly, run !  
Run out in the golden sun ;  
Run up the hill with me,  
Now down to the apple-tree.  
Run, Dolly, run !

---

My Dolly has rosy cheeks, and  
brown eyes, and a sweet little  
mouth. Her eyes can open and  
shut. If I lay her down, she will  
*close them.*

*By Sound.*

aʍ

həʍk

feedʂ

chĭek'-er

strəʍ

eār'-ry

səʍ

eləʍ

pounce



A hawk is a big bird that feed  
on little birds.

One day I saw a hawk pounc  
upon a poor little duck; and carr  
it off in his claws.

*Hawks* will eat chickens too.

One day a little chicken said :  
“Mother, may I go out into the  
road? I think I see a bug in the  
road, and I wish to get it.”

But his mother said, “No, no,  
my chick! you must not go into  
the road. I saw a hawk, just now,  
in the old oak-tree, and I am afraid  
he will catch you.”

“O mother, the hawk can not  
catch me! Just see how swiftly  
I can run! Indeed, I can almost  
fly. Just see, mother!”

And the chicken ran to the  
apple-tree, and back to his mother.

But still his mother said, “No,



no, my chick! you must not go into the road.”

---

LESSON XV.

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àù

*By Sound.*

naught'-y    eàught  
hūnt'-ing    eār'-ried  
mīnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting *bugs*, and did not see him, he crept

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak-tree.

O little chicken! little chicken! why did you not mind your mother?

*By Sound.**By Sight*

bōth	fīfē	paper
māde	whītē	mother
plāyș	plūmeș	soldiers

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier-caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I *play a pretty* tune on my fife.

---

*THE SLEEPY MULE.*

## PART I.

*By Sound.*

sleep'-y  
hōld  
fīe

*By Sight.*

any  
sure  
throw



“Here is old Bob! Come, boys, let us have a ride!”

“I am afraid to get on him, Fred; he may throw us off.”

“Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!”

---

*THE SLEEPY MULE.*

## PART II.

*By Sound.**By Sight.*

thōse	a-frāid'	your
kicked	seemed	could
jumped	hăng'-ing	thought

"Now, Bob, we are all on your back, and you must give us a fine ride !

"Do not be afraid, Paul ; I will hold you on.

"Get up, Bob !"

Bob did not like to have all those boys on his back ; so he ran, and jumped, and kicked, until the boys could not hold on *any longer*.

There is Charley, on the ground; and Fred is hanging on Bob's neck, but I think he will soon fall off.

And where is Paul? There he is, in the mud!

Fred can not ride so well as he thought he could, and Bob is not such a sleepy old mule as he seemed to be.



*Words to be spelled by Sound and by Letter.*

ě

ē

mět

běd

wět

shell

mē

bē

wē

shē

mět

běd

měn

nět

mēat

bēad

mēan

nēat

*hērē*  
*thērē*

*crēm*  
*strēm*

*fēr*  
*hēr*

*rēad*  
*wēat*

**SLATE-WORK.**

*Words to be copied, and vowels and silent letters marked.*

hē

mē

tēar

rēd

nēar

hērē

*hēn*

wēat

dēar

---

*THE LITTLE RED HEN.*

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, *then*;" and she did.

---



When she came back with the flour, she said, "Who will make this flour into bread?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."


The little red hen said, "I will, then;" and she did.


When the bread was done, the little red hen said, "Who will eat this bread?"

The rat said, "I will;" the cat said, "I will;" and the pig said, "I will."


The little red hen said, "No, you won't, for I am going to do *that myself*;" and she did.




*A LANGUAGE LESSON.**Words to be put in place of the pictures and dashes.*

Mr. Rat had a  on.

Miss Kitty sat in a .

This is old Bob, the .


What a fine  this is!

The  said, "I —;" the  said, "I —;" and the  said, "I —."

The little red  said, "I —;" and — did.

I can climb a  and roll a .

I can  a  and — a .

Can you tell six things this  can do?

= fīvə

be-hīnd'

hīd'ing

eăb'-bagə

likə

sěv'-ən

*THE RABBITS.*

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and *they have pink eyes.*

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage-leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

One, two, three, four, five, six. You have six rabbits, Harry.

Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. *You have seven rabbits, Harry.*

*By Sound.**By Sight.*

ō'-pən

hīd'-dən

rubber

pēach

chīl'-dren

brimful

*APRIL.*

The sun is behind the clouds.  
The sky is black, and the rain  
pours down. The children have  
to stay in the house.

Now the sun comes out. The  
rain-drops shine on the trees. Oh,  
see the rainbow!

The grass is green, and the buds  
on the peach-tree begin to open.

See how white the cherry-tree  
is! Dear old Robin Redbreast is  
in the top of the tree, singing,  
“*Cheer-up! cheer-up! cheer-up!*”



Cheer up! cheer up! indeed—  
for mamma says we may go to  
the brook to play.

Come, Bessie! Nell! Tom! Char-  
ley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See  
how the children wade in it!

Will they not get wet?

Oh, no! for they have on their  
*rubber boots.*

Run, boys—run! The soldiers are coming down the street. Here they are! Now the band begins to play.

Hear the drum and the fife! See the plumes on their caps! There is the flag! Hurrah, boys! hurrah!

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LESSON XXVIII.

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Bessie, did you spill this ink? My doll is asleep in her little crib. Can you swim, Bob? Do you see that little black thing on the log? Yes; it is only an ant.

*O Nell, I have found your hat!*

*NANNY'S SONG.*

Little bird, little bird,  
Up in the tree,  
Sing a sweet song  
To Dolly and me.

Little bird, little bird,  
Brimful of glee,  
Sing of the eggs  
In your nest in the tree.

Can you count, little bird?  
Count them, and see  
How many eggs  
In your nest in the tree.





*N* We have now come to the end of our First Reader. Shall we forget the things we have read in it?

Shall we forget the little children we have met? or the places to which we went with them?

Which child did you like the best? Which story do you think is prettiest?

Which do you think is the nicest place—down at the brook, or up on the hill, or by the apple-tree?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.

*FINIS.*











